

THE GEORGE
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April 11, 2013

To: Michael Castleberry, Chair
Steve Charnovitz, Parliamentarian

From: Forrest Maltzman, Professor of Political Science and Senior Vice Provost

If possible, I would appreciate if the sentence on page 13 in the February 8, 2013 faculty Senate minutes that is listed below as "current language" and ascribed to me could be changed to what I have listed as "revised language." After the publication and ratification of the meeting minutes, the Chair of the Communication Department (Clay Warren) pointed out to me that the minutes as written could reasonably be interpreted to mean that the Communication Department had courses cross listed with the School of Media and Public Affairs and that this is factually incorrect. He also noted that the minutes did not refer to the proper name of his department ("Communication" not "communications") and that there are no cross-listed courses between Communication and the school of Media and Public Affairs. By dropping the word "communications," the new version ensures that my statement will not be interpreted in a way that is factually incorrect.

Current Language: "When the prospective student learned it was possible to enroll at GW and major in communications where many SMPA courses are cross-listed, he elected to stay with the early decision process, and was accepted to GW"

Proposed New Language: "When the prospective student it learned it was possible to enroll at GW and possibly major in a related field, he elected to stay with the early decision process and was accepted at GW."

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through various majors, there is enough overlap and intersection between them that unless students come to final decisions very late, a degree can be earned in four years.

Professor Parsons said he certainly did not disagree with the vision of bringing in the 2,500 most interesting students each year and then opening up the course marketplace to them so they could explore. Still, he said in many years of reading academic plans he had not run into the notion of pre-majors before, so he asked what issues this concept was designed to address. Vice Provost Maltzman responded that the notion of pre-majors really deals with three different issues. The first is that in some programs, especially engineering, there is a really rigorous set of required courses, so the sooner a student can declare engineering as a major, the quicker they can be admitted to programs and get started. A student coming to this choice late could likely be accommodated by offering an engineering summer academic program between the first and second years for such students so that they could finish their degree in four years.

Another reason is that there is a group of students who apply to GW because they are excited about a particular program and want to study there; if they don't feel they can definitely get into the program they might not come to the University. He gave an example of a student applying to the School of Media and Public Affairs, where students have the highest test scores of any unit across the University. This was a very good student that did not meet SMPA admissions requirements. Admissions contacted the student to advise that he could not be guaranteed a seat at SMPA right away, but that SMPA does accept some students who meet its requirements by their sophomore year. When the prospective student learned it was possible to enroll at GW and major in communications where many SMPA courses are cross-listed, he elected to stay with the early decision process, and was accepted to GW. //

A third reason for the pre-major component in the Plan is the issue of capacity, where not enough seats are available to meet demand for a particular program. The Admissions process can be controlled to manage enrollments and provide students who enroll with an education that engages them, even if they are not enrolled in their first choice school or major.

In the interests of time, President Knapp suggested that if people have questions about very specific features of the plan such as the pre-major concept that is part of the projected implementation of a larger theme in the plan, they should send questions or suggested language for clarification in the plan to the Provost while the document is still open for revision.

Professor Barnhill expressed appreciation for the Administration's investment of time and effort in formulating the Strategic Plan and said he thought that two of the features were particularly good, i.e. globalization and governance and policy. However, as he has pointed out in the past, Professor Barnhill said he thought there is a failure to integrate the Strategic Plan with efforts the University is engaged in right now in the Science, Technology and Engineering (SET) areas, so effectively there are two Strategic Plans, rather than one. The first is the Plan where the University is investing hundreds of millions of dollars in SET, and the second is investing in other areas of the University. Professor Barnhill then posed two questions about how the University would allocate resources between the two "plans"

**MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
FEBRUARY 8, 2013 IN THE STATE ROOM**

Present: President Knapp Provost Lerman, and Parliamentarian Charnovitz;
Deans Barratt, Dolling, Eskandarian, and Feuer; Professors
Acquaviva, Barnhill, Brazinsky, Briscoe, Castleberry, Cordes, Dhuga,
Dickinson, Garris, Greenberg, Hamano, Helgert, Lantz, McAleavey,
Newcomer, Parsons, Shesser, Sidawy, Simon, Stott, Swaine,
Swiercz, and Yezer

Absent: Deans Akman, Berman, Brown, Goldman, Guthrie and Johnson;
Professors Dickson, Fairfax, Harrington, Kim, Rehman, and Williams

CALL TO ORDER

The meeting was called to order by President Knapp at 2:15 p.m. The President noted that Associate Registrar Brooke Andersen was substituting for Registrar Amundson at the meeting. He also introduced Paul Swiercz, Professor of Management, who was elected by the Business School to replace Professor Wirtz, who resigned from the Senate due to an administrative appointment.

APPROVAL OF THE MINUTES

The minutes of the meeting held on January 11, 2013, were approved as distributed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT ON RESEARCH

Vice President for Research Leo Chalupa presented the powerpoint report which is included with these minutes. He reported that he was in his third year at the University and had last been invited to talk about his vision for research about 4 months into his first year. Visions are one thing, but getting something done is another.

When he came to GW, Vice President Chalupa said there were really two research entities, one in the Medical Center headed by Dr. Anne Hirshfield, and another for the rest of the campus headed by a Chief Research Officer. The two organizations were combined and focused on the two major tasks of the Office of the Vice President for Research (OVPR). These are intertwined, but equally important. The first is compliance with regulations governing the award of research funding, particularly by the federal government. Researchers are required to follow certain rules to the letter of the law. These rules have grown more complex over time and continue to evolve. The second task of the OVPR is to help faculty in their efforts to secure funding for their research. In order to better accomplish these tasks, a new position was created this year, and Dr. Jennifer Wisdom from

After consultation with the deans and faculty leaders, and with faculty input, typically from between ten to fifteen faculty who developed and submitted plans for interdisciplinary research, a number of campus-wide initiatives have been launched, in the areas of Arts, Autism, Computational Biology, Cybersecurity, a Global Women's Initiative, Science Policy, and Sustainability. Once Provost Lerman arrived at GW, oversight over a number of these initiatives were shifted to that Office, with Autism, Cybersecurity, and Science Policy remaining under the aegis of the OVPR.

Two new initiatives for the OVPR are now under consideration. The first is a cancer initiative that would include not only faculty in the Medical Center and the School of Public Health and Health Services, but also cancer researchers in other schools, such as Columbian College and the Engineering School. The second is the possible establishment of an Urban Food Initiative, and there is a lot of interest potentially in launching an Urban Food Institute.

In the area of assisting faculty, particularly junior faculty, to apply successfully for large, complex grants, a Research Enhancement unit was put in place. Dr. Wisdom is currently recruiting for a third person to staff that unit. This unit is critical to the research effort as the climate for securing funding is becoming more competitive each day.

In recent years, funds made available for Research Enhancement and Incentive Awards (REIA) have been increased. This is a program in which principal investigators, i.e., the people who generate the research grant, receive 8% of the overhead back into a fund that they can accumulate from year to year and keep as long as it is spent for their research. This is particularly useful in the event there is a break in funding for the research, as accumulated funds can be used to continue. In addition, department chairs and Institute Directors receive 4% of the overhead.

The OVPR has also created an Entrepreneurship Office and expanded the Technology Transfer Office. Jim Chung was recruited from the University of Maryland as a full-time staff member for this office that formerly had just one half-time position to fulfill these functions. The OVPR also conducts outreach to funding agencies including federal agencies such as NIH and the NSF. A corporate and industry initiative was launched under Tom Russo, who was hired as an Assistant Vice President for Corporate Research. Outreach to the international community is also part of the work of the OVPR.

Vice President Chalupa's report provides details on slide 2 concerning Intramural Research Support. REIA funding, previously mentioned totals \$1.32 million. The University Facilitating Fund amounts to \$394,000. Faculty can apply for research funding and approximately 20% of those applying receive these monies. The competition is very keen for these funds, and reviews of applications are conducted by the Advisory Council on Research which is comprised of some 30 faculty members from all of the schools. More than half the money made available for this kind of funding goes to the social sciences and humanities, as other funding opportunities for this sort of research are fewer than for those in other disciplines. Approximately \$541,000 is made available in funding for Centers and Institutes and directors of these entities may apply for two years for funding. Another source of support is the Clinical Translational Science award, a prestigious program in

which GW participates with Children's Hospital. There are only something like 80 of those in the U.S. This receives funding from NIH, and the OVPR has so far contributed \$188,000 to this effort.

Last year, President Knapp's Office allocated \$200,000 in seed money to explore the possibility that faculty in different schools could be brought together to work on food related issues. Seven grants were made to applicants to develop pilot data for their projects, with the hope that people could build on this and secure funding from external sources to continue their work. A collaboration with the Medical Faculty Associates was also established to involve clinical faculty in research with people outside the MFA. Both the MFA and the OVPR contributed \$250,000 to establish this program, and nearly 40 applications were received. Ten or twelve grants of approximately \$40,000 each were awarded for collaborative research in this first cycle of the program's existence.

Finally, start-up funds for faculty research were provided in the amount of \$776,000. There is now a very clear formula for the source of this support, with one-third of the total coming equally from the deans, the Provost, and the OVPR. Cost-sharing research support is also provided, with \$204,000 expended and \$1.27 million committed to fund start-up costs.

Slides 3 and 4 of the OVPR report set forth Total Expenditures and Indirect Cost Comparisons for the first half of FY-11 through FY-13. Over this period, these figures have remained stable. Vice President Chalupa said he thought that the numbers for FY 13 would show a substantial increase by year's end, due in part to the very large grant of \$137 million secured by the Biostatistics Center. On slide 4, a first half comparison of research expenditures by school for FY-11 through FY-13 is provided. Slide 5 shows the total number of proposals submitted over the comparison period. Submissions have increased from 423 in FY-11 to 551 in FY-13, a substantial increase of 30%.

The last slide in the OVPR report provides metrics for the Office of Tech Transfer from FY-10 to the first half of FY-13. Patent applications have increased, and licensing income and patent reimbursements will likely be more than \$200,000 this year. Vice President Chalupa observed that in all but a few cases across the country, whether the Research Office is bringing in \$5 million or \$50 million, more is spent than made on licensing and patenting. OVPR should be able to cover expenses for this Office, currently almost \$1 million. The increase over three years from \$20,000 to \$200,000 is a step in the right direction, but there is more to be accomplished,

Vice President Chalupa next provided his view about the future. He expressed optimism that GW would become a premier research institution. Nearly 15 months ago, the Carnegie Commission ranked GW as a very high activity research University. Among the reasons for optimism that GW will reach a goal of being in the top 80% of research universities nationwide, Vice President Chalupa pointed to the University's outstanding faculty and decanal recruitments and appointments, and a cultural shift where faculty recognize that at a research university it is necessary to apply for research funding from external sources. The Provost's Strategic Plan emphasizes in particular the increasingly interdisciplinary nature of research. This is what leading universities are doing and this is where the future lies. The opening of the Science and Engineering Hall, and the new building for the SPHHS will also provide outstanding research facilities and these will

attract not only outstanding faculty but graduate and postdoctoral students who want to participate in cutting-edge research. Last but not least, Vice President Chalupa lauded the strong support for research from President Knapp and the Board of Trustees. In closing the Vice President encouraged faculty and interdisciplinary groups to engage him and his office staff in their research so that the OVPR can serve them in any way it can.

Discussion followed with Professor Yezer remarking that, with respect to the REI, one point of view is that part of indirect cost recovery is to compensate for costs that are incurred at the departmental level, so he thought it better not to call this spending, but rather, proper allocation of funds. Professor Yezer also mentioned the Resolution adopted last year by the Senate requesting improvements in information technology related to tracking research funding. The response has not been robust, and Professor Yezer asked how the faculty could support the OVPR in getting impediments to research changed. Vice President Chalupa responded that he shares the faculty's frustration over these problems, but it is not within his power to make the necessary changes. Associate Vice President Wisdom said that over the next six months, a number of new reports will be provided. Unfortunately, the encumbrance report that faculty really wanted will not be available until later in the year. While a number of groups across the University are working diligently on these issues, there is room for more faculty to volunteer to be involved in figuring out these systems, as there is a long list of concerns and there is a lot of work to do. Another way she said that faculty could assist would be forwarding their complaints to her rather than just discussing them with their colleagues.. This will move the effort to make improvements forward more quickly.

Professor McAleavey, Chair of the Senate Libraries Committee noted that the Provost has appointed a special committee to review in a strategic way the future of the Library, which has traditionally been the hub of research. He asked the Vice President how he thought the OVPR enterprise could envision cooperating with Gelman Library, going into the future. Vice President Chalupa said that his office has funded a couple of conferences that came out of the Library, and on several occasions funding had been provided to help with a grant to digitize some of the collections. In the sense that the material in the Library is the tool the faculty need to be successful, the Vice President said he supported it one hundred percent.

Professor Cordes inquired about the impact on research funding if the federal budget problem is not solved by the deadline, and sequestration is allowed to happen. Vice President Chalupa said he had talked with colleagues likely to be informed about the likely impact of reduced budgets. He said that one opinion is that different institutes will have some discretion in funding reductions. One estimate is that NIH will be required to cut funding, probably 6% overall in terms of the total amount of funding for intramural and extramural research. He added that he did not expect downward negotiation (reductions in funding) for the rest of this year. Cuts may be made to grants up for noncompetitive renewal in excess of 6% in certain areas, because there are certain things they won't cut, such as graduate and postdoctoral training grants, individual graduate grants, and clinical trials in process. It is likely that grants approved for future funding will be delayed. Of course, no one knows if sequestration will happen or how long it will last. Research is not alone as a target for budget cuts, and everybody who does research will be affected in the same way. The competition for research dollars will certainly be increasingly challenging.

Professor Barnhill said he thought this an extraordinary topic. By all indications the budgetary deficits and the aggregate debt that the U.S. government has accumulated are not short-term problems. They are chronic long-term problems and it's going to be a topic that will be with us for many years in terms of how people are going to struggle to find a way to deal with these difficult issues. And so, it's something that we need to plan for and anticipate. Professor Barnhill said it seemed to him it is going to be really important to identify and encourage certain areas of selective excellence where the University can display an advantage relative to the other competitors who are going to be desperately seeking funds at the same time. It's a real issue that should be considered carefully. The question is how the University is going to position itself at a point where it hopes to be able to get funds when others are unable to get them. Vice President Chalupa said he thought that the Provost's Strategic Plan anticipates that the University needs to be selective because it will never be great at everything. He added that he was somewhat concerned about the short term, but quite optimistic about the long term climate for research for two reasons. The first is that, regardless of political party affiliation, people support research. This is so for many reasons, but one of them is because research is seen as an engine that drives the economy. The second reason is an aging population which will increase the demand for biomedical research. Once the budget is brought under control, Vice President Chalupa said he thought one of the first things that would come back is research.

Professor Barnhill followed up by asking what the source of research funding is, and how much money is spent overall in the budget for research. He also said he thought the money provided for the University Facilitating Fund is grossly inadequate. Vice President Chalupa responded that the entire budget for all of research is something on the order of \$12 million, and that money comes from the Treasurer's Office after consultation with the Provost and the OVPR. The budget is ultimately based on what is brought in from indirect cost recoveries, and it has grown as indirects have risen. However, at present the University is spending a lot more than it takes in from research. The same is true for entrepreneurship. With reference to the UFF grants, the University is presently funding about 25-30%, which is far better than external agencies are doing.

Professor Parsons concluded the discussion by making one dissenting observation. Funded research is important, but the University has a much, much greater obligation, and that is to generate new ideas. It is important to look across the campus and encourage the recruitment and retention of the most creative people in all disciplines. Vice President Chalupa agreed with this observation, noting that the right answer is a mixture of people who bring in funded research and others who make scholarly contributions in other ways.

UPDATE ON THE WORK OF THE INNOVATION TASK FORCE

Senior Associate Vice President for Finance and Chair of the Innovation Task Force (ITF) David Lawlor presented the update in powerpoint format, which is included with these minutes. As Senate members will recall, the ITF was an initiative launched by President Knapp in 2008 as the great recession unfolded. While many institutions of higher learning were forced to cut budgets drastically in order to weather the storm, GW was financially stable. In order to advance its core academic missions for the future, the

President laid out an ambitious but achievable goal to identify \$60 million in cost savings and new revenues per year over the course of five years.

Slide 3 of the Update sets forth key financial information concerning the sources and investment of ITF funds. This is routinely shared with the Finance and Audit Committee of the Board of Trustees. Fiscal year 2015 has been targeted as the key year for measuring success on the ITF front. As of FY 15, a total recurring amount of \$54 million representing approximately 53 different programs have already been identified. As those initiatives grow and mature, some by FY15 but others three to four years beyond that, this amount will grow from \$54 million to \$78 million. In FY13 \$17 million has been actually harvested from ITF initiatives. We expect this numbers to grow. Again, it is a recurring annual number. These funds will be invested in ITF sanctioned investment categories outlined on the key financials slide. By the end of FY 13, a cumulative total of \$34 million will have been or is available for investment. This \$34 million is a net number. Approximately \$7M is being invested across ITF programs to yield this \$34M net number.

Slide 4 outlines the ITF Initiative Mix in several categories, including cost reductions/savings in areas such as strategic sourcing, the establishment of an internal temp agency, telecommuting and others. A key source of ITF funds that aligns nicely with the Strategic Plan under development is the area of globalization which includes Study Abroad programs, International Summer, and variety of others. In the area of Capital Optimization, one of the key initiatives is expanding facilities utilization, particularly during the summer months and other times of underutilization.

Other initiatives in the mix from which increased revenues may be harvested or savings may be achieved include Mode and Access, including online and hybrid programs and courses and winter enrichment. Because of the campus enrollment cap, these initiatives are of particular importance in growing programs. Clusters in the mix are rounded out by initiatives in the areas of Professional Development, Military Affairs, Healthy Campus, and Research and Giving. A layout of selected ideas in Phases I through V is presented on Slides 6 and 7 of the Update.

A stipulated requirement for ITF investment is that funds derived from cost reductions or revenue enhancements must go to fund the core academic mission of the University such as faculty investments, research (including start-up funding), institutes, academic programs, and the enhancement of the student experience. ITF funds will also be set aside for implementing the University's Strategic Plan. One question that is often asked is who makes decisions on how to spend money harvested by ITF initiatives. For ideas that come from the schools, the deans in collaboration with the Provost will agree on which investments to make within the categories of ITF allowable investments. Some of the savings that come directly from administrative units, for example, bond refinancing and other things of that nature will go to a pool of funds over which the Provost will have immediate control to use to support the Strategic Plan. To date there is approximately \$6 million unallocated; these funds will likely be directed to items that will need to be financed in the Strategic Plan generally.

In conclusion, Mr. Lawlor said that, beyond the numbers, there is a very important intangible benefit of the ITF exercise, and that is that the University's culture is changing. Approximately 24,000 hours of time has been spent across the University working on Innovation Task Force activities. There have been many people who have caught the vision and are proud to contribute to making the University more streamlined and efficient, and they have been quick to look for new revenue opportunities to expand the University's mission in intentional ways. The University has also avoided hiring an outside consulting firm and this has saved approximately \$7 million. It is important to think about the Innovation Task Force not only in terms of revenues, but also as a collective effort with a disciplined focus on the highest priorities of the institution.

A short discussion followed, with Professor Castleberry saying this all seemed to good to be true. He asked if the University would be able to continue to be able to recognize these kinds of savings and be as productive in the future as the ITF has been over the past three years. Mr. Lawlor expressed optimism that the ITF could continue on the path it has started on. Two key reasons for that are that even before the initiative was launched, many individuals agreed that there were opportunities for improvement at GW. When the question was posed of what use could be made of \$60 million per year, there was no shortage of answers to the question. From this starting point, a process began which has been followed every six months, where a team of staff, faculty, and student representatives look at thematic areas that could provide cost savings or new revenues. Many ideas are vetted, in fact over 600 have been examined over the life of the ITF. Preliminary investigations are written on chosen ideas, and finalists present these to the community at large via showcase. Final recommendations are presented to the President and his staff, from which six are sanctioned. Following that, an initiative team is put in place headed by a senior leader (a faculty or staff member) to champion the initiative and ensure it is implemented and brought all the way to fruition. As outlined in the ITF update, phase 5 of the initiative was completed in November 2012, and phase 6 is now in process. The ITF continues to focus on areas that have been underexplored in the past to develop new initiatives.

A second reason for optimism is embodied in a principle identified at the outset of the ITF initiative, and that was that goal of succeeding in a positive sum game fashion, where everyone was a winner instead of some who would win at the expense of others. The ITF has been able to keep that principle in play to date. Provost Lerman commented that having the sort of discipline required by the work of the ITF every six months has been very productive. One key is that the University did not let a good financial crisis go to waste, instead using it to focus attention on generating ways to increase productivity and advance the core academic mission. It has even been possible to re-think ideas that turned out to be unfeasible and as these stimulated further thinking, revenue savings or generation was achieved as a result.

Professor Yezer said that the U.S. economy generates approximately 2% in real productivity growth a year. If you look at the University's academic budget of \$600 million per year, 2% growth would amount to \$12 million. He added that an initiative such as the ITF which will by 2015 generate five times that amount, or \$60 million per year, could be called good management.

Professor Cordes asked how savings and new revenue translate into a funding source for academic initiatives. Mr. Lawlor gave an example from the strategic sourcing area. If cost efficiencies are realized, for example, in office supply purchasing, a department or school's supply budget is reduced by that amount, and the savings is reallocated/invested in a general ledger account to be used to fund academic initiatives. This enables the University to measure and track progress toward the goal of providing \$60 million in recurring funding every year for academic purposes.

OPEN DISCUSSION OF THE DRAFT UNIVERSITY STRATEGIC PLAN

Provost Lerman began the discussion by noting that there is a new version of the plan. The January 3, 2013 plan draft was referenced on the agenda of the February Senate meeting. The prose in the current version of the plan is the same as that in the January 3rd draft, but a pre-production draft was presented to the Board of Trustees before it was made available on the Provost's website. Provost Lerman said he expected the latest version to be posted that afternoon. Following the previous pattern of transparency, the Administration has posted newly completed drafts to the website, and invited comments and that will be the case with the latest draft.

The Provost reported that many more meetings have been held to discuss the plan, and the round of ten department chair lunches is complete. A luncheon was also held with the University Professors, and Student Association and University town meetings have been convened. There was a Dean's retreat and a School of Nursing retreat where the plan was discussed, and various school meetings have been held to solicit feedback.

A number of editorial changes have been made to the current draft, which Provost Lerman said he thought did not amount to substantive changes but rather, a much more effective articulation of the rationale for the plan. The prose is shorter and crisper, and a couple of sections deemed redundant or unclear have been deleted. Faculty were engaged, for example, from CCAS, to better articulate the case for the liberal arts in an undergraduate education. Materials about development of the plan have also been relocated, as people tend to be more interested in outcomes than in process. The material in the original draft about how the plan was formulated has been placed in an appendix.

One criticism that arose from a number of quarters in the course of securing feedback about the draft plan was that themes in the plan were good, but the linkage between themes and actions was not clear to them in certain cases. This has been improved in the pre-production plan both through new prose and the graphical layout, and two of the sections have been consolidated into one.

In addition, some of the actions described in the plan have been modified. A couple were eliminated because the linkage to the themes wasn't strong enough or it was recognized that the action itself was not important enough to reach the critical threshold for inclusion in the Strategic Plan. The budget information in the plan is much same, with the sources of funding for the Plan coming from the Innovation Task Force, reallocations of resources from philanthropy, and modest contributions from individual schools and research.

Provost Lerman said he thought the document reads better and for persons who have not been involved in the process from the beginning, it more clearly shows the linear logic behind the plan. While the Provost said he would welcome comments, as President Knapp noted, the time to finalize the document has come, even though, like all such plans, it will change over time. Over the next one to two weeks, the final set of page proofs will receive one last editing and then final proofs will be prepared. A tele-conference with the Board of Trustees will be held in order to provide them a final briefing, and the expectation is that sometime within the next one to two months the Board will endorse the plan and then work on the next phase will begin.

Discussion followed. Professor Parsons expressed skepticism about strategic plans for educational institutions in general, and said that GW's previous Strategic Plan for Academic Excellence that focused on the theme of building on the University's strengths had little budgetary impact on the institution as a whole. In the decade between that plan and the current plan, one of the major things that happened was a massive transfer of funds to science and engineering, particularly engineering. This was not even in the previous plan.

Professor Parsons said he had recently looked at the current plan draft and found at least two things especially problematic, both on page 13. The first is action one in which there is a proposal to work with the Faculty Senate to develop a rigorous common core of undergraduate general education requirements that provide a broad liberal arts education. There are two problems with this, the first being governance. He said he thought the *Faculty Code* is quite clear that it is the faculty of the school that determines the curriculum of the school. They can allocate this to representatives if they wish, but it is not clear that any school's faculty has delegated to the Faculty Senate the job of determining general curriculum requirement on their behalf. Professor Parsons added that if this ever came up as an issue in his school he would point out that CCAS, as the liberal arts college in the University, struggled for several years to come up with and agree upon its general curriculum requirements and is now in its second year of unrolling the result.

The second problem according to Professor Parsons was the idea of admitting undergraduates to the University as a whole rather than to individual schools of the University. Embedded in this concept is the idea of pre-majors in selected areas, although this will not be uniform across the University. He expressed concern about what that term means.

President Knapp suggested that the two issues raised be discussed separately. On the matter of changing curriculum requirements, Vice Provost Maltzman noted wryly that it was rare to be attacked in the Senate for suggesting that the Administration consult the Faculty Senate. In terms of the school codes and the *Faculty Code* and general curriculum requirements, there are clearly University requirements. For example, the number of credits required for graduation is consistent across schools. School codes must comply with the *Faculty Code*, and of course, provisions of or changes to the *Faculty Code* must be approved by the Board of Trustees. Vice Provost Maltzman said that when the new Strategic Plan was drafted, the thought was that if there was to be a change in the curriculum, this was a decision that really needed to be made by the faculty and the appropriate body to deal with that was the faculty.

With respect to the concept of pre-majors in the Plan, Vice Provost Maltzman said this process is already in use at the School of Media and Public Affairs, which is really a department, not a school. SMPA must limit the number of students admitted, so 75 to 80% of the majors are pre-majors and 25% are students that come in as general CCAS students, want to declare for SMPA, and either meet or don't meet the requirements for admission. So the concept of pre-majors is not a process that is new.

Professor Parsons said the point was that, as far as he could tell, except for the fact that the Business School is not mentioned, it's the only School that remains outside the explicit mention of a pre-major. If pre-major is a concept in use now, then Professor Parsons said he could not understand why anyone should be troubled by it but then, the question is why it should be part of the Plan. The question is how this concept really differs in some substantial way from current practice such that people should be happy or unhappy about it.

President Knapp asked for a clarification about the difference between the proposal in the Strategic Plan and what currently exists. Vice Provost Maltzman responded that right now, a student comes to GW enrolled in the Business School, or another school. If they decide they want to enroll in another school, they go to the Admissions Office and apply to be accepted into a different school, and it is very typical for students who are doing this to apply to transfer to other institutions too while they await an answer from GW. GW is sort of unique in this, so that is one very big difference.

Vice Provost Maltzman said he thought there is a big difference in terms of the way in which the University will treat students going forward, as he thought one of the goals is to provide mobility between schools so that students who want to be able to explore can do just that. Provost Lerman said he thought one question that needs to be considered is a fundamental philosophical question about the nature of an undergraduate education. Is GW essentially a University holding company for ten schools, or, at least for the undergraduate experience, does it better serve its students by conceptualizing itself as schools having a shared role in serving every student? The deeper question is what the nature of GW University is – is it simply where each School gets to decide whatever it wants to do and students have ten different experiences in ten different schools? Or is there something shared, something distinctly GW about being in one place and that would make some statement as a University about the nature of a GW undergraduate education that is not entirely school-based. The Provost added that he believes deeply that that there is a virtue for educational purposes in providing flexibility for undergraduates, and that the faculty as a whole should engage in answering the question of what a GW degree means, as well as articulating what the University can say about itself, not just as individual schools, about the nature of undergraduate education. If done right, a conversation about this could be incredibly productive. As pointed out by Vice Provost Maltzman, there are, of course, practical logistics for students who face all sorts of barriers about moving across schools, and hopefully these would be eliminated.

Professor Newcomer said that she agreed with the basic philosophical approach, but asked for more specifics on why the pre-major concept would make it easier for students to switch schools. Vice Provost Maltzman responded that the University presently segregates

its students by school in many ways. In a sense schools are governance units, but they also have become barriers in all sorts of ways. For example, they are barriers in terms of advising, and also social networks. They are barriers in terms of the general curriculum requirements, in that when these are slightly different from one school to another, it makes it harder for a student to go ahead and switch and explore.

There are also barriers in terms of the type of class offerings. One example is that, at many universities it is not uncommon for there to be some engineering courses for non-engineers. At Princeton University 60% of students at some point experience an engineering course. At GW this cannot be done, and that is a barrier.

Professor Newcomer asked for further clarification on how switching majors would be improved. Vice Provost Maltzman responded that he would envision down the road that switching schools would be as easy as switching majors is right now. A student would fill out a form, and when a student switched, his or her majors would be attached to a school, so that in the end that student would graduate from the school. If a student wished to switch from studying marketing in the Business School to study economics instead, he or she would fill out a form and be able simultaneously to make the switch from marketing to economics, and from Business to Columbian College.

Professor Newcomer asked if this process would have a budgetary impact. President Knapp confirmed that there is always the possibility of unintended consequences if, for example, the allocation of resources is based rigidly on the number of bodies identified with a particular school. This could lead to anomalies and distortions under a new arrangement. The implementation of ideas in the Strategic Plan will require a good deal of detailed work so that unintended consequences and distortions do not occur as a result of what is really an intellectually motivated change.

Professor Acquaviva said she wanted to go on record with the observation that if Senators want the Administration to look to the Faculty Senate for leadership and input, Senators have an obligation to take the Administration's requests for feedback seriously. She added that she did not think she had been anywhere that either the President or Provost had been in the last year and not heard the Strategic Plan discussed. She urged that that all Senators take the time to read material brought to them in a timely fashion, provide feedback and ask questions, rather than waiting to read and comment on something like the Strategic Plan just before it is sent to the printer.

Further discussion followed. Professor Garris noted that transferring out of the SEAS is very common; typically students take several courses before deciding the major is not for them. By this time, however, their grades in engineering are poor, and other schools don't want them. Professor Garris asked if this is one of the things that would be addressed in the plan. Vice Provost Maltzman responded that he hoped the University would move to a model where people are transferring both ways, in and out of SEAS. Because engineering has such a demanding set of requirements, it may be necessary to offer a summer program for newly-decided engineers to catch up on coursework. In the situation described by Professor Garris, what are otherwise excellent students receive poor grades in a demanding major and may not have the option of making another choice at GW. That student often winds up transferring to another institution and does well.

Professor Swaine said he wanted to applaud the discussion of these two issues, and added he thought the new plan would allow the University a valuable means of overcoming existing bureaucratic hurdles. With respect to concerns being voiced that the general common core curriculum was perhaps inconsistent with individual schools' bylaws, he understood Vice Provost Maltzman to be saying one of two things: the first being that because the *Faculty Code* already requires a sufficient degree of conformity between school bylaws and university requirements (such that any reconciliation would take care of itself according to the existing hierarchy of norms); alternatively, because it was noted that the Strategic Plan goes through a process of formal adoption and is endorsed by the Board of Trustees itself, perhaps it was being maintained that the Plan amends or resolves any inconsistencies *sub silencio* with the *Faculty Code* and with the individual school codes/bylaws. Professor Swaine said that this latter interpretation struck him as more sweeping and less likely to have been intended, but requested a clarification on this point.

Professor Swaine said he thought the other assertion made was that because the Strategic Plan goes through a process of formal adoption and is endorsed by the Board of Trustees itself, amends or resolves any inconsistencies *sub silencio* with the *Faculty Code* and with the individual school codes/bylaws. Professor Swaine said that struck him as a somewhat more transformative vision about the Plan, and he requested a clarification on this point. Provost Lerman said that the Parliamentarian had just pointed out that the Faculty Senate reserves to itself the right to consider any matters of concern or interest to more than one college, school or division, or to the faculty as a whole and "and make recommendations or otherwise express its opinion with respect thereto to the Faculty Assembly." Basically the *Faculty Code* already reserves to the Senate any matter that it as a body judges germane to the life of the University. The Provost added that he would argue a core curriculum is about as close to the center of a University's life as anything it does, and that he thought that whoever wrote this portion of the *Code* basically clarified that the Senate could engage in pretty much anything it chose to.

Professor Cordes said he thought that there is a philosophical basis for wanting students to have a more integrated undergraduate experience. With respect to the issue of transferring across schools, it seems the more differentiated pre-majors become from each other the more difficult transferring will become if, for example, pre-major requirements in one school are significantly different from another. There will still be an implicit price for transferring in order to meet the requirements of the new school. Vice Provost Maltzman acknowledged that in the course of changing majors, there are courses that have to be added and courses that have to be subtracted, and there will still be some transaction costs in changing a major or a school under the Strategic Plan arrangement.

Professor Garriss said it seemed to him that if the pre-major program were totally successful in opening up new programs to students across schools and departments, a high level of experimentation might lead to the result that students would have to take more than 120 credit hours to complete requirements for a particular degree, particularly those with many prerequisites. President Knapp responded that this would be a distortion the University would have to strive to avoid. Obviously a heavy burden would fall on advising and school based advising would still need to remain robust. Provost Lerman said that in his personal experience with putting three grown children through college who moved

through various majors, there is enough overlap and intersection between them that unless students come to final decisions very late, a degree can be earned in four years.

Professor Parsons said he certainly did not disagree with the vision of bringing in the 2,500 most interesting students each year and then opening up the course marketplace to them so they could explore. Still, he said in many years of reading academic plans he had not run into the notion of pre-majors before, so he asked what issues this concept was designed to address. Vice Provost Maltzman responded that the notion of pre-majors really deals with three different issues. The first is that in some programs, especially engineering, there is a really rigorous set of required courses, so the sooner a student can declare engineering as a major, the quicker they can be admitted to programs and get started. A student coming to this choice late could likely be accommodated by offering an engineering summer academic program between the first and second years for such students so that they could finish their degree in four years.

Another reason is that there is a group of students who apply to GW because they are excited about a particular program and want to study there; if they don't feel they can definitely get into the program they might not come to the University. He gave an example of a student applying to the School of Media and Public Affairs, where students have the highest test scores of any unit across the University. This was a very good student that did not meet SMPA admissions requirements. Admissions contacted the student to advise that he could not be guaranteed a seat at SMPA right away, but that SMPA does accept some students who meet its requirements by their sophomore year. When the prospective student learned it was possible to enroll at GW and major in communications where many SMPA courses are cross-listed, he elected to stay with the early decision process, and was accepted to GW.

A third reason for the pre-major component in the Plan is the issue of capacity, where not enough seats are available to meet demand for a particular program. The Admissions process can be controlled to manage enrollments and provide students who enroll with an education that engages them, even if they are not enrolled in their first choice school or major.

In the interests of time, President Knapp suggested that if people have questions about very specific features of the plan such as the pre-major concept that is part of the projected implementation of a larger theme in the plan, they should send questions or suggested language for clarification in the plan to the Provost while the document is still open for revision.

Professor Barnhill expressed appreciation for the Administration's investment of time and effort in formulating the Strategic Plan and said he thought that two of the features were particularly good, i.e. globalization and governance and policy. However, as he has pointed out in the past, Professor Barnhill said he thought there is a failure to integrate the Strategic Plan with efforts the University is engaged in right now in the Science, Technology and Engineering (SET) areas, so effectively there are two Strategic Plans, rather than one. The first is the Plan where the University is investing hundreds of millions of dollars in SET, and the second is investing in other areas of the University. Professor Barnhill then posed two questions about how the University would allocate resources between the two "plans"

and what the reaction of the Board of Trustees reaction currently is toward the Strategic Plan under development.

Provost Lerman responded to the first question by saying that resource allocation would be approached in the same way that it currently is. Each proposal is weighed on its merits and the prospects for advancing the University toward its long term goals. The truth is, the University always has more good ideas than it can provide resources for. In the end it is a judgment call that depends on the specifics of what can be one with available resources. President Knapp commented that the Trustees have been very involved in the Strategic Planning process over multiple years, beginning with retreats convened to discuss such a process. The Board has also been committed to the goal of having the University try to define explicitly what is unique about GW. The current draft Strategic Plan focuses on the four areas of globalization, innovation through interdisciplinary collaboration, (particularly in research), policy and governance, and citizenship and leadership. The President said he thought that the investments in new buildings under construction, i.e. the Science and Engineering Hall, and the School of Public Health Services, are not in conflict or competition with the four objectives of the Plan. The SEH has two purposes, one of which is to house GW's existing science and engineering programs, and the other is to develop collaborative space that will provide opportunities for exactly the kind of interdisciplinary research envisioned in the Plan. The SPHHS departments are currently distributed in 13 different locations in leased space all across the city, and will be brought together in a single building where its departments, which are inherently interdisciplinary, will be to be able to interact more effectively. The goals for the two new facilities are quite aligned with those of the proposed Strategic Plan which the Board will consider and vote upon, as outlined by Provost Lerman in his introductory remarks.

GENERAL BUSINESS

I. REPORT OF THE EXECUTIVE COMMITTEE

Professor Castleberry presented the Report included with these minutes. Referenced in the Report and also included with these minutes are the February 8, 2013 Report to the Academic Affairs Committee of the Board of Trustees.

II. PROVOST'S REMARKS

Due to the lateness of the hour, the Provost made no further remarks.

III. CHAIR'S REMARKS

President Knapp reported briefly on activities taking place in connection with the recent Presidential Inauguration. For the first time, the University Hospital and the Medical Center were selected by the White House to handle trauma incidents during the festivities; this was a change from D.C. General Hospital which handled these during the last Inauguration. Thus, the University administration was very involved in planning preparations and readiness in the event something untoward might happen. Fortunately, there were no incidents of note.

On the eve of the Inauguration, President Knapp said he hosted at the F Street House a reception for 300 veterans and active military personnel who are connected with the University -- most of them alumni, as well as current students and faculty. The event was co-hosted by GW Trustee B.J. Penn, former acting secretary of the Navy and the head of installations for the Navy for many years. Trustee Penn is also a decorated naval pilot who flew countless missions from aircraft carriers during his career. Another co-host for the event was Tammy Duckworth, who was recently elected to Congress from Chicago. Senate members may recall that she is an alumna who was grievously wounded as a combat helicopter pilot. She served in the Office of Veterans Affairs and was elected to Congress this past fall and she spoke very eloquently at the reception. Another alumnus of the University present at the reception was Admiral Thad Allen, one of Professor Newcomer's distinguished students, who received one of the second Colin Powell Awards after Tammy Duckworth received the first. Admiral Allen was the Coast Guard Commandant before becoming the Incident Commander for the Deep Water Oil Spill. President Knapp said he thought it was a great gathering that was extraordinarily diverse in every dimension. In attendance were many junior and senior officers, along with University Trustees, officials from various agencies, and many other friends of the University. This event is a symbol of the really deep commitment the University has made to serving veterans and the military. As noted in Mr. Lawlor's report on the work of the Innovation Task Force, opportunities to develop new academic programs to serve this population have been identified. One of the oldest teaching centers at the University is an academic center operating since 1958 in the Hampton Roads/Norfolk area. Programs at this center will be expanded to serve veterans, active-duty military and their families and is a great opportunity for the University.

For students, inauguration activities were an extraordinary experience as they fanned out across the city to take in the events. They also had an opportunity to participate in the only really major Inaugural Ball held by any University anywhere in the country. 5,500 students attended the GW Ball, held at the Omni Shoreham Hotel, with enthusiastic participants converting one of the parking garages into a dance space. The entertainment featured an outstanding performance by a freshman vocalist which was well received, and, overall, it was quite an exciting event.

President Knapp also reported that earlier in the week, he traveled to Richmond to attend a signing ceremony with the Virginia Governor. GW's School of Nursing has launched what the President characterized as a very innovative and exciting initiative in which the University has established a relationship with the entire Virginia community college system that will enable academically qualified students receiving an associate's degree from those institutions to complete a bachelor's degree in Nursing through a combination of onsite and online instruction. This will enable the enrolled nursing students to remain in rural communities that are facing critical personnel shortages. It is also an important way of expanding primary care across the state, particularly in communities where there is no obstetric care other than that provided by a nurse midwife.

In the course of the rest of the day, President Knapp said he met with legislators one by one walking through the halls of the Virginia Assembly building. The governor had immediately issued a press release, so people were well aware of the signing ceremony that had just taken place. The President said he heard many compliments from both house and senate members about what GW is doing in Virginia. He added that he was gratified by

this reaction, as Virginia is a very important state which is going to be prominent in any model of future economic recovery.

In conclusion, President Knapp announced that last semester, GW student-athletes across 23 intercollegiate teams achieved a GPA of 3.14 which is the highest in the University's history. This is confirmation that the University is moving in the right direction with its very strong emphasis on the academic achievement of student athletes. GW's new Athletic Director, Patrick Nero, has contributed very much to this and deserves great credit for encouraging these achievements.

BRIEF STATEMENTS (AND QUESTIONS)

There were no brief statement or questions.

ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

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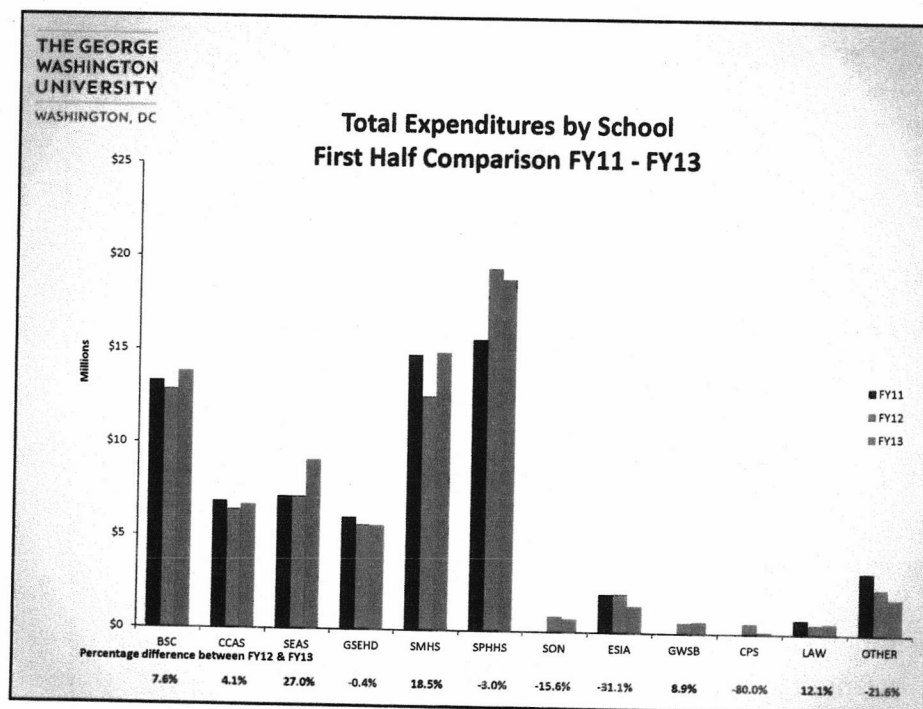
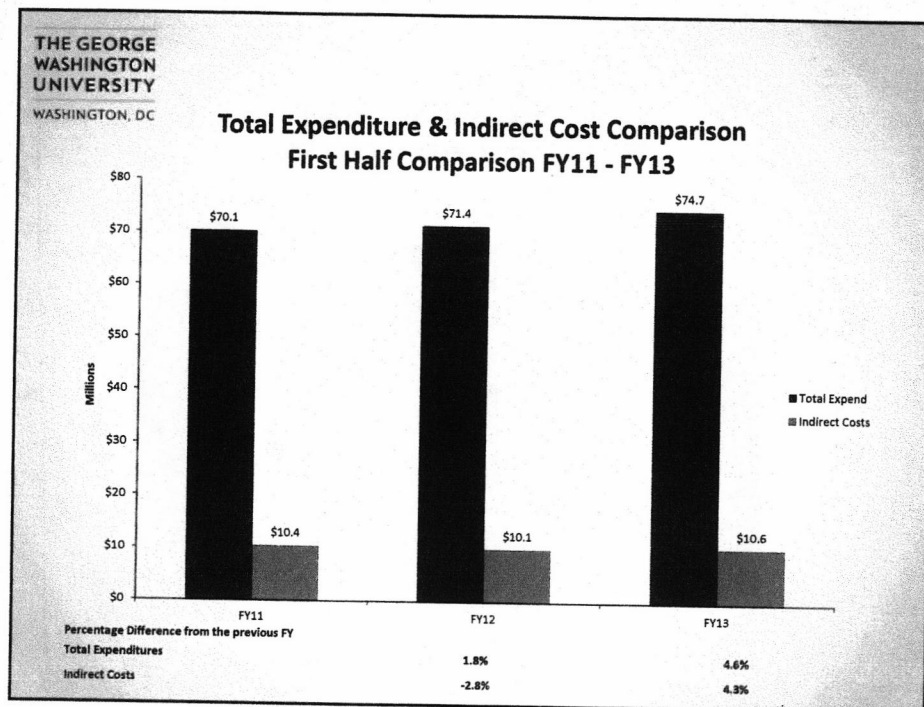
OVPR Update to Faculty Senate February 2013

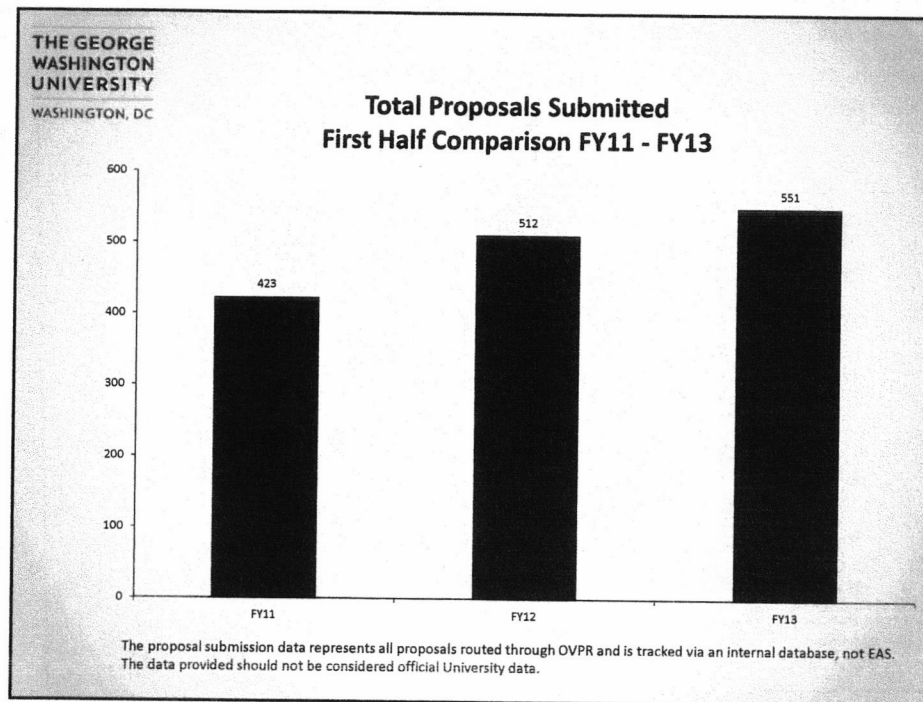
- Reorganization of OVPR
- Launch of campus-wide Interdisciplinary Research Initiatives
- Creation of a Research Enhancement Unit
- Increase in Research Enhancement Incentive Awards (REIA) to PIs and Department Chairs/Institute Directors
- Creation of Entrepreneurship Office and Expansion of Tech Transfer Office
- Outreach to:
 - Funding Agencies
 - Corporations and Industry
 - International Community

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Intramural Research Support

- Research Enhancement Incentive Award (REIA) - \$1.32M
- University Facilitating Fund (UFF) - \$394K
- Centers/Institutes Facilitating Fund (CIFF) - \$541K
- Clinical Translational Science Awards (CTSA)- \$188K
- Food for Thought - \$200K
- MFA Collaborative - \$500K
- Start-Up Funds for faculty - \$776K
- Cost-Sharing
 - Expended - \$204K
 - Committed - \$1.27M





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Office of Tech Transfer Metrics

	FY10	FY11	FY12	FY13 (YTD) Preliminary
<u>IP Protection</u>				
Invention Disclosures	11	42	40	22
Prov. Patent Applications Filed	10	27	12	5
Patents Granted (US)	4	3	13	5
Licenses Completed	3	2	3	3
Licensing Income & Patent Reimbursement	\$71,279	\$95,203	\$47,137	\$104,779

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Reasons for Optimism

- Outstanding Faculty Recruitments
- Outstanding Dean Appointments
- Cultural Shift
- Provost's Strategic Plan
- Opening of SEH and SPHHS Buildings
- Strong Support from President Knapp and Board of Trustee Members

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"I encourage faculty and interdisciplinary groups to engage me and my office in their research, so we can serve them in any way we can."

- Leo M. Chalupa

Innovation Task Force

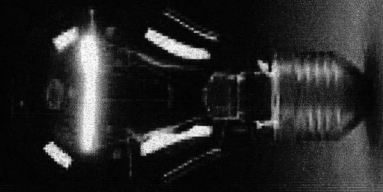
Briefing to Faculty Senate

February 8, 2013



The Objective of ITF

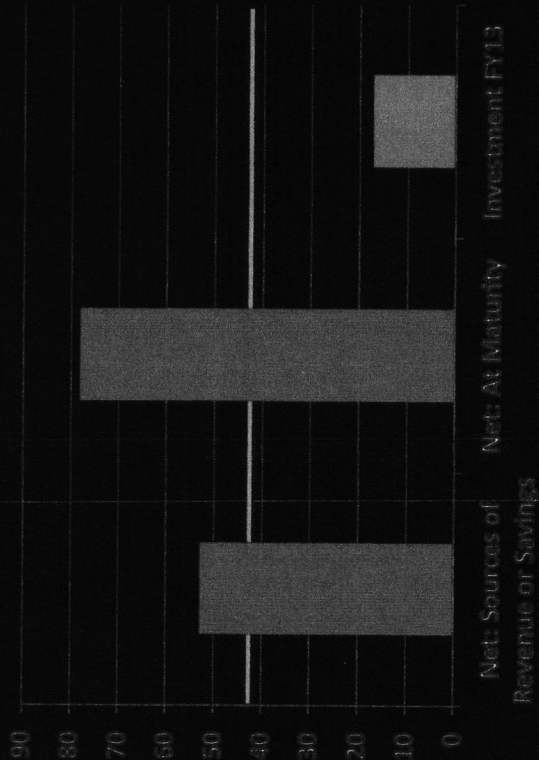
In October 2009 President Knapp has laid out an ambitious but achievable goal to increase GW's investment in academic learning, research, and the student experience by \$60 million per year. The plan is to build up to that \$60 million level over the course of the next five years. This funding will come from three components: raising new funds from philanthropic sources; increasing the productivity of our research and instructional programs; and finding savings in our business processes. In other words, we will increase the rate of fundraising and the efficiency and productivity of our programs until, at the end of five years, we have reached the level of an additional \$60 million per year (i.e., from that point onward) to invest in our priorities.



Key Financials

FY15

FY13



SOURCES:

- A total of \$53M has been identified and will be available to be spent for FY15 and each year thereafter.
- At maturity the equivalent of \$78M has been identified.

INVESTMENTS:

- By the end of FY13 a cumulative total of \$34M has been or is available to be invested.
- \$17M will be invested in FY13. These investments will be made in ITF sanctioned investment categories.
- Investments are occurring in the following:
 - Research Start-ups
 - Columbian College - Additional Faculty
 - Columbian College - Advisors
 - Columbian College - Graduate Teaching Assts.
 - Elliott School/Advisors
 - Academic Programs
 - SMHS, SPHS, & SON Reinvestment
 - Degree Audit
 - Other

Innovation Task Force Initiative Mix

Financial Profile at Maturity= \$78M

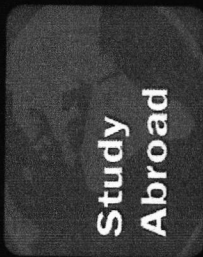
Cost Reductions	Globalization	Capital Optimization	Model & Process	Professional Development
				
Strategic Sourcing Temp Agency Telecommuting Leased Space Internal Consultants Paper-less Migration to Cloud Building Energy Call Center Consolidation + Phase Zero Initiatives	Study Abroad International Summer International Gap Year International UG Recruitment Global Experience Bachelor's Degree	Housing Optimization Expand Facilities Utilization Relocate Off-Campus Research to Campus	Online Programs & Courses Hybrid Programs Winter Enrichment	Post Baccalaureate Certificate for Pre-Health Professionals Executive Education MS Govt. Contracts
				
		Various Programs	Healthy Campus	Indirect Cost Recovery Payout on New Gifts

ITF Initiatives

Phase I Selected Ideas:



Strategic Sourcing
Dave Lawlor



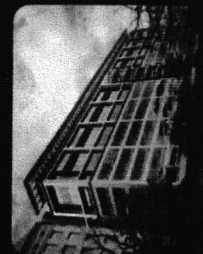
Study Abroad
Donna Scarboro



Telecommuting
Mary Wallace



Temp Agency
Kunal Chadha



Lease Space Reduction
Alicia Knight



Hybrid Courses
Steve Ehrmann

Phase II Selected Ideas:



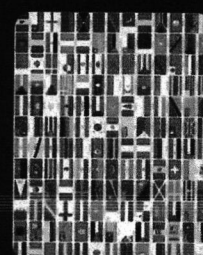
Healthy Campus
Schonfeld/ DiPietro



Executive Education
Doug Guthrie



Building Energy Efficiency
Alicia Knight

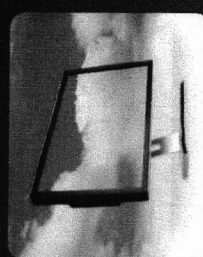


International Summer
Scarboro/Edmondson

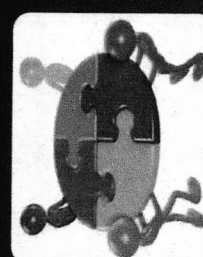


M.S. Federal Procurement
Murat Tarimcilar

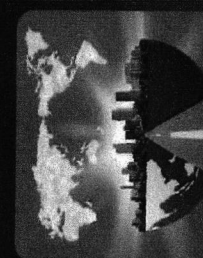
Phase III Selected Ideas:



Cloud
Dave Steinour



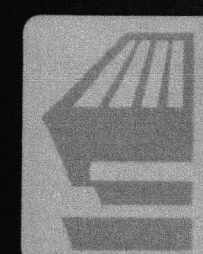
GW Consulting
Belshe/Cherian



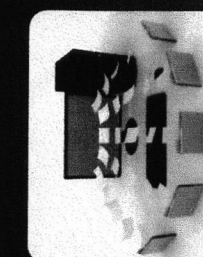
Housing Optimization
Konwerski



CRM
P.B. Garrett



Facilities Utilization
Michael Peller



Paperless
TBD

ITF Initiatives

Phase IV Selected Ideas:



Post-Bac. Pre-Health
Jean Johnson



Sponsored Proj. to Campus
LK, SL, LC



Winter Enrichment
TBD



Online UG to Mil.
Andy Sonn



Online College Cred. HS
Michael Feuer



GW Businessgwsb)) DC

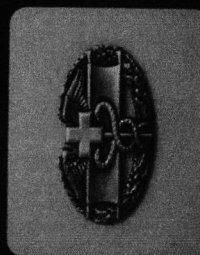
GWSB DC
Phil Wirtz

ONLINE

Phase V Selected Ideas:



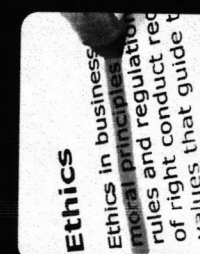
Mil/Veterans Education
Eskandarian/Hamilton



Transition to Nursing Pgm.
Belinda



Sustainability Ldrshp Cert.
Megan Chaple-Brown



Ethics
Ethics in business
moral principles
rules and regulation
of right conduct rec
values that guide b

Organization Ethics Cert.
TBD



Training for Int'l Judges
TBD



VACATION REQUEST

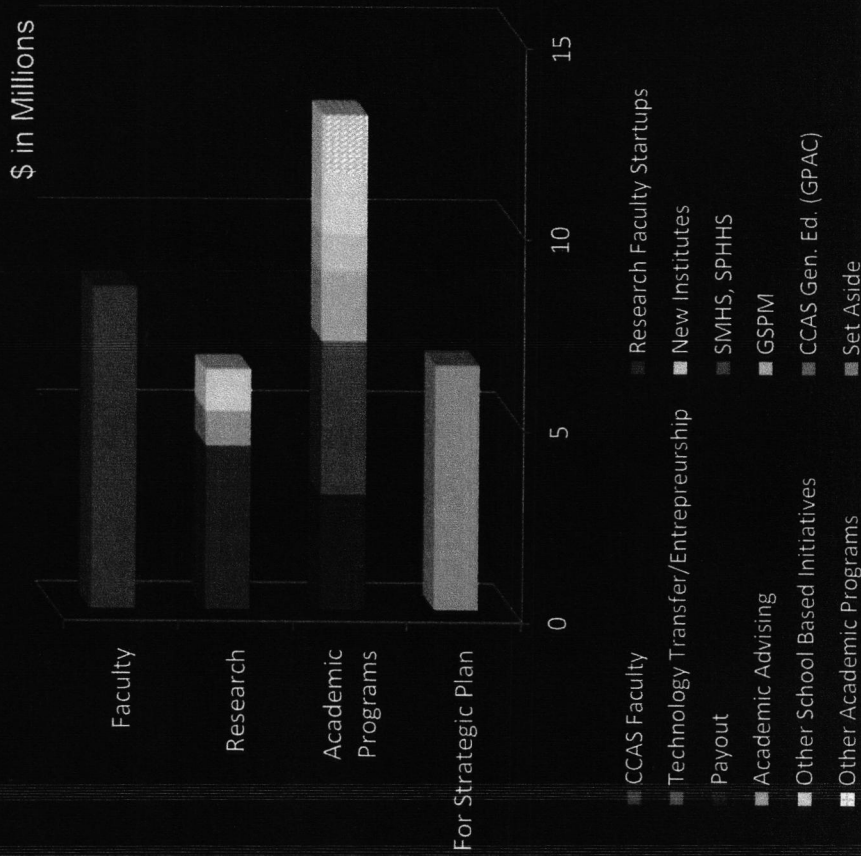
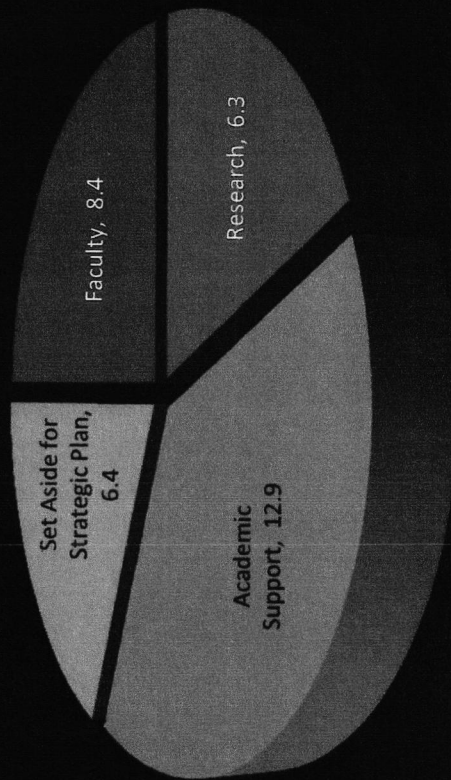
Expanded Unpaid Leave
TBD

Phase VI *In Process*:

ITF Funded Investments

(Since Inception through FY13)

By the end of FY13 \$34M will have been invested or is available for investment in Faculty, Research, and Academic Programs.



IIF Funded Investments

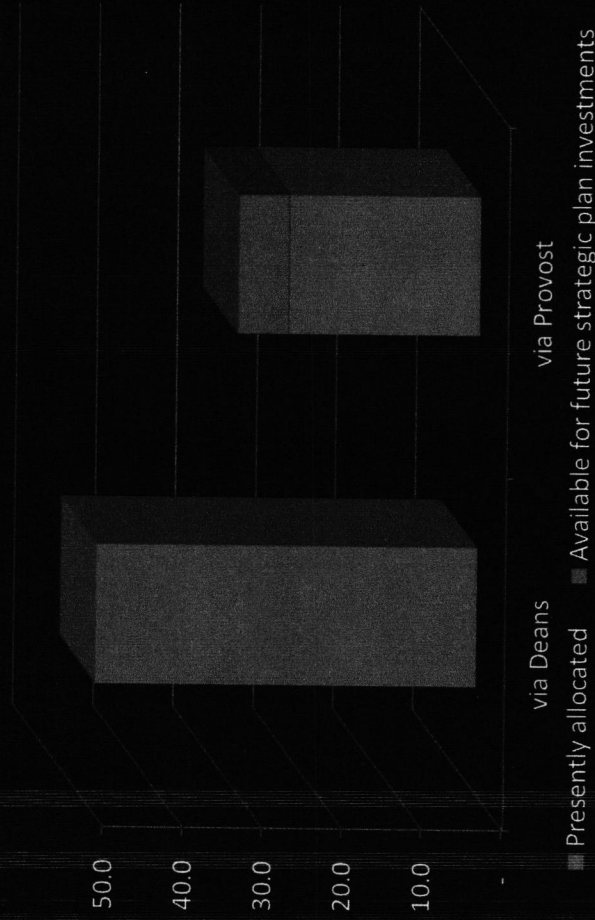
Deciding Party

Ideas that originate in a school will be invested within the school with 20% designated for incremental support costs. The Deans work collaboratively with the Provost on re-investment priorities.

Savings or incremental net revenues from administrative units accrue to the Provost's office to be invested in alignment with the strategic plan priorities.

Qualified investments support Faculty, Research, and Academic Programs.

\$ in Millions: Annual
Amounts at Maturity



Intangible Benefits from ITF

The culture is changing
because we are operating in
a different manner.

We are investing!
Attract new Research Faculty
New Academic Programs
Academic Advising



People are working in a
different way: 24,000+
Hours spent internally on ITF
(Capacity Freed), \$7.2M in
Consulting Fees avoided.

Adopting Technology at a Faster Pace:
Investment in Academic planning Tools
Enterprise Solutions-BI, Travel Portal & e-
Expense

**REPORT OF THE FACULTY SENATE EXECUTIVE COMMITTEE
TO THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES**

7 February, 2013

Michael S. Castleberry, Chair

University's Draft Strategic Plan

The proposed Strategic Plan has been a topic of discussion in all of the meetings of the Faculty Senate during the fall semester. Provost Lerman addressed the Senate about the Plan and there have been discussions during the October, November, and December meetings. Assignments were made to all Standing Committee Chairs for specific topics to discuss in Committee and Senators have addressed the topic with their faculties. These conversations will continue in the spring semester with emphasis on research and funding the plan.

Faculty Handbook

We reported to the members of the Senate that we expected the revision of the Faculty Handbook to be completed and available for review by the Appointment, Salary and Promotion Policies and the Professional Ethics and Academic Freedom Committees by November. This has not yet occurred, but the Executive Committee remains hopeful that a review can be completed during this academic year.

Faculty Personnel Matters

There were three decanal and Provost/Executive Vice President for Academic Affairs nonconcurrences from the School of Business. One was resolved when the faculty member left the university. Two were reviewed the Executive Committee with one decision that there were compelling reasons not to support tenure and, in the second, that there was not a compelling reason. This second case was reviewed by the President who agreed with the Dean in his nonconcurrence with faculty recommendations to award promotion and tenure. A grievance in connection with this matter has been filed with the Dispute Resolution Committee.

There were two nonconcurrences from Columbian College of Arts and Sciences (CCAS). One case in which the department and APT committees voted 'no' and the dean voted 'yes' for tenure and promotion was heard by the Executive Committee. The Committee's recommendation was that there were compelling reasons to support the department's recommendation. The second case involved a departmental approval, an APT disapproval, a decanal approval, and a Provost and Executive Committee disapproval. The case was appealed to the President who found for approval.

There has been an ongoing grievance from the School of Public Health and Health Services concerning a tenure revocation case that was continued from the spring semester of 2012. The decision of the Dispute Resolution Committee in this case did not uphold revocation of the faculty member's tenure. A second grievance originating from the School of Business has been filed with the Dispute Resolution Committee.

REPORTS

Smoke-Free Campus Initiative

Vice-President and Human Resource Director Sabrina Ellis addressed the Senate on issues related to the proposed initiative and employee benefits matters.

Faculty Service Project

Senator Newcomer, Chair of the University and Urban Affairs Committee, addressed the Senate on the work her Committee has been doing on expanding participation in the Reading Leaders Project that began last year.

Science and Engineering Hall update, School of Public Health and Health Services building, and Ross Hall Renovation updates

Professor Helgert, Chair of Physical Facilities Committee, addressed the Senate in October on the status of the SEH project, updates on the SPHHS building plan, and issues related to Ross Hall renovations. There was considerable discussion of faculty participation in decisions regarding office and space assignments in the SEH as well as updates on the cost estimates.

Update on the Graduate School of Education and Human Development

Dean Michael Feuer presented an update on the School, including information on departments, programs and degrees offered, the student body, and the composition of the faculty.

Moment of Silence

At the beginning of the January 2013 meeting of the Faculty Senate the Senate stood in silence in commemoration of the life and achievements of former President Lloyd Hartman Elliott in his twenty-three years of service to the University.

REPORT OF THE EXECUTIVE COMMITTEE
MICHAEL S. CASTLEBERRY, CHAIR
8 February, 2013

During the past months I have received reports and comments on the many meetings and discussions held in program meetings, departments, and beginning to occur in some school meetings. As per our discussions in this chamber, it is of critical importance that all members of the faculty understand the implications of the goals of the strategic plan as it will impact their work in the future. Feedback to me has come from a wide range of faculty who see the implications of the broad goals as they relate to program and school goals and incorporating the ideas that evolve from these discussions in their work. We are encouraged by this activity and will continue to include time in Senate meetings for discussion.

The strategic plan was also a topic of discussion in the meeting of the Academic Affairs Committee of the Board of Trustees yesterday. The Board Committees will continue to review the document until it is finalized before the end of the academic year. Again, we urge all members of the Senate to ensure that, within all schools and departments, attention is given to the plan and the implications of the goals on planning over the next decade.

In my report to the Academic Affairs Committee I also reviewed the information I presented to the Senate and the Faculty Assembly on issues related to the promotion and tenure processes during a time of great personnel and programmatic change at the University. I assured them that the intent of those comments was to ensure that all school personnel and departmental committees take care to inform candidates in the tenure and promotion process of the expectations of the department, schools, and deans as early in their time in rank as possible. The report to the Academic Affairs Committee of the Board will be included with the minutes of this meeting.

We appreciate the contribution of Mr. Lawlor of the Innovation Task Force and Vice-President for Research Chalupa today. A heightened research emphasis for all faculty, not just new faculty, is a part of our overall commitment to academic excellence. We hope you will share this information with the members of your respective faculties.

The members of the Executive Committee met in January with Vice-Provost Berman on his plans for online instruction and other related distance-learning projects. He has great enthusiasm for his task and we will invite him to present to this group once he has a chance to settle in to his new role.

REPORT OF THE EXECUTIVE COMMITTEE

MICHAEL S. CASTLEBERRY, CHAIR

8 February, 2013

Based on the decision a year ago to expand membership of the Faculty Senate we are beginning to be notified of members who will begin their terms on May 1st. We expect the largest number of 'new' members than at any previous time in our history. To ease the transition of new members, we propose to invite all members elected for the first time to an orientation meeting in early April. We will invite any members of the Senate who wish to assist in this process to attend and participate. We will also offer newly-elected members an opportunity to volunteer to serve on Senate committee so that they may become familiar with this aspect of the Senate's work. We will seek members of the administration to assist in this orientation and we invite any comments you wish to share that would support efforts to transition new members to the issues that will impact us in the coming years.

I remind you again that planning for next year is underway and that university faculty in all of the schools represented in the Senate will be receiving the notice [which was placed in campus mail this morning] of the opportunity to volunteer. We ask that you highlight this opportunity with your faculties. Committee assignments will be made by the current and new Executive Committee members at the April meeting of the Executive Committee.

We encourage all Chairs of Standing Committees to get their last meetings of the academic year scheduled and begin preparing their final committee reports which are due at the April Senate meeting.

There are no new grievances or nonconcurrences to report at this time. There is one CCAS nonconcurrence from last summer that has not yet been completed and the grievance in the School of Business is in process. We remind the Senate again of the valuable work of Professor Darr and members of the Dispute Resolution Committee as they assist us in the important work of guaranteeing faculty rights in these matters.

The next meeting of the Executive Committee is scheduled for Friday, February 22, 2013. Please submit resolutions and reports to the Senate Office before that time. The next Faculty Senate meeting is on March 8, 2013.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate

January 31, 2013

The Faculty Senate will meet on Friday, February 8, 2013, at 2:10 p.m. in the State Room, 1957 E Street, N.W., 7th Floor

AGENDA

- 1. Call to order**
- 2. Approval of the minutes of the meeting held on January 11, 2013
(minutes to be distributed)**
- 3. Introduction of Resolutions**
- 4. Report on Research: Vice President for Research Leo Chalupa**
- 5. Update on the work of the Innovation Task Force:
David Lawlor, Co-Chair of the Innovation Task Force**
- 6. Open discussion of the draft University Strategic Plan**

The most current draft of the Strategic Plan can be found at this link:

<https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/GW%20Strategic%20Plan%20January%202013.pdf>

- 7. General Business:**
 - (a) Report of the Executive Committee: Michael S. Castleberry, Chair**
 - (b) Provost's Remarks**
 - (c) Chair's Remarks**
- 8. Brief Statements (and Questions)**
- 9. Adjournment**

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary